English Stage 5 (Year 10) – core formative tasks booklet

Digital stories

This document contains the core formative tasks that accompany the Year 10 teaching and learning program, ‘Digital stories’.

Contents

[About this resource 3](#_Toc183084185)

[Purpose of resource 3](#_Toc183084186)

[Target audience 4](#_Toc183084187)

[When and how to use 4](#_Toc183084188)

[Opportunities for collaboration 4](#_Toc183084189)

[Core texts 5](#_Toc183084190)

[Digital stories – core formative tasks 7](#_Toc183084191)

[Core formative task 1 – proposal and plan (group task) 8](#_Toc183084192)

[Relevant resources 9](#_Toc183084193)

[Core formative task 2 – reflection 11](#_Toc183084194)

[Relevant resources 11](#_Toc183084195)

[Core formative task 3 – analytical response 13](#_Toc183084196)

[Relevant resources 13](#_Toc183084197)

[The English curriculum 7–12 team 15](#_Toc183084198)

[Share your experiences 15](#_Toc183084199)

[Support and alignment 15](#_Toc183084200)

[References 17](#_Toc183084201)

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* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

In the program ‘Digital stories’, students engage with a range of multimodal digital texts to explore innovative ways to tell stories. Students will deepen their appreciation of how authority over meaning is negotiated through acts of authorship, publication and interpretation in digital texts. Students analyse a range of texts that manipulate digital technology to construct narratives. These texts tell nonlinear or interactive stories about historical, social, cultural or ethical issues to communicate ideas and influence viewpoints. Students will apply the codes and conventions of multimodal texts to shape meaning in their own compositions.

## Purpose of resource

This core formative tasks booklet has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that align with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). The content has been prepared by the English curriculum team, unless otherwise credited. It is not a standalone resource. It has been designed for use by teachers in connection to the program materials for ‘Digital stories’ and the accompanying resources:

* Assessment task notification – Digital stories – interactive multimodal digital text (group composition) and individual reflection – Term 4
* Assessment task stimulus texts – Digital stories
* Teaching and learning program – part 1 – Digital stories – Phases 1, 2, 5 and 6
* Teaching and learning program – part 2 – Digital stories – Phases 3 and 4
* Resource booklet – part 1 – Digital stories – Phases 1, 2, 5 and 6
* Resource booklet – part 2 – Digital stories – Phases 3 and 4
* Phase 2 – simple and complex ideas – PowerPoint
* Phase 3 – types of narrative structures – PowerPoint
* Phase 4 – exploring authority in the core text – PowerPoint
* Phase 5 – how to use Canva for Education – PowerPoint
* Phase 5 – reflective writing – PowerPoint
* Year 10 scope and sequence.

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

## Target audience

The core formative tasks are intended to guide interpretation of the syllabus and provide a model of syllabus-aligned assessment practice. The content provided is educative and is intended to support the teacher and their practice as they design assessment tasks for their students.

## When and how to use

The first 2 core formative tasks are intended to guide students as they gradually work towards their formal assessment for the program. The final core formative task is designed to continue to develop key skills and understanding students will require in Year 11 English. In the **Year 10, Term 4 – sample assessment notification – Digital stories**, students will develop skills in creating an interactive multimodal digital text (group composition) and individual reflection, and develop their conceptual understanding of argument and authority, representation, and codes and conventions.

The tasks have been created to allow entry points for students across a range of abilities.

**Teacher note:** the text in the blue feature boxes are instructions for the classroom teacher engaging with the resource. This is to be deleted by the teacher before issuing the core formative tasks to students.

## Opportunities for collaboration

The following is an outline of some of the ways this core formative tasks booklet can be used with colleagues.

* Read NESA’s information about [Formative Assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment) and consider how these tasks reflect the strategies and advice provided by NESA.
* Use and adapt the sample core formative tasks if selecting different core texts.
* Use the core formative tasks booklet as inspiration for designing student-specific tasks in line with the backward design process to support success in formal assessment.
* Examine the core formative tasks booklet during faculty meetings or planning days to provide opportunities for collaborative resource development, or the sharing of student work samples.
* Use the core formative tasks booklet as the basis for professional learning in the faculty. This document can facilitate discussions around embedding formative assessment in faculty assessment processes.

## Core texts

A list of the core texts and publication information has been provided below.

**Teacher note:** texts referred to in this teaching and learning program may contain words and descriptions which may be culturally sensitive and which might not normally be used in certain public or community contexts. Terms, which reflect the author’s attitude or that of the period in which the text was set, may be considered inappropriate today in some circumstances.

Aboriginal and Torres Strait Islander Peoples are advised that some texts may contain references to people who have died.

Table 1 – core texts

|  |  |
| --- | --- |
| Core text | Author and publication details |
| [*Ravi & Emma: an interactive documentary in Southern Dialect Auslan*](https://raviandemma.sbs.com.au/#:~:text=Ravi%20and%20Emma'%20is%20an%20interactive%20documentary%20in%20Southern%20Dialect) | **Boltin K (2021) *Ravi & Emma:*** *an interactive documentary in Southern Dialect Auslan***, Special Broadcasting Service (SBS), Australia.** |
| [*My Grandmother’s Lingo*](https://www.sbs.com.au/mygrandmotherslingo/) | **McKeon G, Etingof B and Marin J (2016) *My Grandmother’s Lingo*, Special Broadcasting Service (SBS), Australia.** |
| [*K’gari: the real story of a true fake*](https://www.sbs.com.au/kgari/) | **Etingof B (2017) *K’gari:*** *the real story of a true fake****,* Special Broadcasting Service (SBS), Australia.** |
| *****Welcome to Country: An introduction to our First peoples for young Australians***** | **Langton M (2019) *Welcome to Country: An introduction to our First peoples for young Australians,* Hardie Grant Travel, Melbourne.**  **The reproduction of the extract has been made possible as permission has been granted by Marcia Langton and Hardie Grant Travel. The extract used is licensed up until September, 2027** |
| [*The Last Generation*](https://www.pbs.org/wgbh/frontline/interactive/the-last-generation/) | **Mizner M and Worth K (2018) *The Last Generation*, FRONTLINE and The GroundTruth Project, US.** |
| [‘Sulawesi cave painting of hunting scene is oldest-known example of visual storytelling: study’](https://www.abc.net.au/news/science/2024-07-04/cave-art-indonesia-oldest-storytelling-wild-pig-homo-sapiens/104047602) | **Nogrady B (4 July 2024) ‘Sulawesi cave painting of hunting scene is oldest-known example of visual storytelling: study’,***ABC News*, Australian Broadcasting Corporation, Australia**.** |

# Digital stories – core formative tasks

**Teacher note:** a short description of each task is provided. This description is written in plain language. If the tasks are modified, the description should include a clear outline of the audience, purpose and context of the task. This helps students and teachers plan for the style, form and the necessary language, forms and features required.

Supplementary information can be provided later in the document or listed within the ‘Relevant resources’ heading provided for each task. This reduces the cognitive load experienced while using the overviews and provides easy reference points for teachers as they navigate the multiple documents connected to this program.

The tasks provided align with the Department of Education’s [Effective assessment advice](https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice), as well as NESA’s [[Assessment Principles](https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles) and their advice on [Formative Assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment). These provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

In this program, students will engage with a range of digital multimodal texts and short non-fiction texts, with a specific focus on argument and authority, representation, narrative, and code and convention. The formal assessment is an interactive multimodal digital text (group composition) and individual reflection.

The core formative tasks build students’ capacity to demonstrate their knowledge, understanding and skills in the formal assessment task.

## Core formative task 1 – proposal and plan (group task)

**Teacher note: Core formative task 1 – proposal and plan (group task) can be found in Phase 5. Relevant activities and resources can be found below. This task requires students to select a text from** the **Year 10, Term 4 – Digital stories – assessment task stimulus texts** **booklet**. Dependent on the needs of your class, you may wish to allocate groups a specific text.

**Phase 5 and Core formative task 1 – proposal and plan (group task) are designed to prepare students for collaboration as they transform a written text into an interactive digital text. Student groups could be allocated by the teacher, or students could self-select their own groups.**

The assessment task requires students to transform an existing written text into an interactive multimodal digital text. Provide the **Year 10, Term 4 – Digital stories – assessment task stimulus texts** **booklet** to students. **These texts have been used throughout the Stage 5 course. Students should be familiar with them. This should help to minimise the time spent selecting a text to transform for the task.**

1. Students work in their groups to select a text from the **Year 10, Term 4 – Digital stories – Assessment task stimulus texts booklet** to transform into an interactive multimodal digital text.
2. Students discuss the key features of the text that shape audience engagement. These should include:
3. narrative structure
4. perspective
5. time (temporal) and place (spatial) setting.
6. Students use the mood board proposal to plan the transformation of their chosen short text. A [digital template](https://www.canva.com/design/DAGVj6Y1mzA/NZaEghI0leznBi8XyQXgew/view?utm_content=DAGVj6Y1mzA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) is available on Canva and can be shared electronically with students.
7. Once students have a plan for their ideas and approach, they use the storyboard template to begin to visually represent the structure and content of their interactive multimodal digital text (3 to 5 cells).
8. Students engage in self-assessment and peer feedback of the mood board proposal and plan using **Phase 5, activity 4 – self-assessment of plan** and **Phase 5, activity 5 – peer feedback on proposal and plan.**
9. Groups collaborate to edit and refine their proposal and plan using feedback.
10. The group submits the mood board proposal and storyboard via Canva for Education for teacher review and feedback.

### Relevant resources

* **Core formative task 1 – proposal and plan (group task)**
* **Pre-reading, resource 5 – preparing students for a collaborative group task**
* **Year 10, Term 4 – Assessment task stimulus texts booklet – Digital stories**
* **Phase 2, activity 1 – understanding interactivity and hybridity**
* **Phase 2, activity 5 – How can digital texts create authority?**
* **Phase 5 – how to use Canva for Education – PowerPoint**
* **Phase 5, activity 1 – Canva for Education essential terminology**
* **Phase 5, resource 1 – Canva for Education essential terminology**
* **Phase 5, activity 4 – self-assessment of plan**
* **Phase 5, activity 5 – peer feedback on proposal and plan**

**Teacher note: this core formative task draws on the following content points.**

**EN5-URB-01**

* **Argument and authority – appreciate** how authority over meaning in texts, such as multimodal and interactive texts, can be distributed, and is a negotiation between acts of authorship, publication and interpretation

**EN5-ECA-01**

* **Representing –** experiment with a variety of codes and conventions to create aesthetic qualities that have the power to communicate ideas and influence viewpoints in own texts
* **Representing** – compose visual and multimodal texts to express complex ideas, using a range of digital technologies where appropriate

**EN5-ECB-01**

* **Planning, monitoring and revising** – engage with model texts to develop and refine features, structures and stylistic approaches in own work
* **Planning, monitoring and revising** – produce co-constructed complex texts to represent diversity of ideas and values

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## Core formative task 2 – reflection

**Teacher note:** **Core formative task 2 – reflection** can be found in Phase 5. Relevant activities and resource can be found below.

Phase 5 and **Core formative task 2 – reflection are** designed to support students to develop the reflective writing skills required for Part B of the assessment task. Students will answer the following questions to reflect on their group’s composition for Part A of the formal assessment task.

Responses should be between 50 and 100 words each. Students should also focus on applying the reflective writing skills they have been developing through the program.

1. What multimodal codes and conventions have students used to transform their chosen stimulus text?
2. How have students used these codes and conventions in their group composition? Support with examples from their group composition.
3. Students explain why these codes and conventions were chosen by the group.
4. What interactive elements did students incorporate in their multimodal digital text and why?
5. How does the use of these interactive elements influence the reader’s journey and control over the text?
6. How effectively have students used multimodal elements in their group composition?
7. How have these elements been influenced by the text(s) studied in class? Support with examples from the texts you have explored.

### **Relevant resources**

* **Core formative task 1 – proposal and plan (group task)**
* **Core formative task 2 – reflection**
* **Phase 5 – reflective writing – PowerPoint**
* **Phase 5, activity 6 – What is reflective writing?**
* **Phase 5, activity 7 – comparing reflective writing responses**
* **Phase 5, resource 2 – what a good reflection looks like**
* **Phase 5, activity 8 – applying feedback to improve reflection**
* **Phase 6, activity 6 – reflective writing checklist**
* **Phase 6, activity 7 – peer feedback template for reflective writing**

**Teacher note: this core formative task draws on the following content points.**

**EN5-ECA-01**

* **Writing** – select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative
* **Writing** – develop a personal and informed voice that generates ideas and positions an audience through selection of appropriate word-level language and text-level features

**EN5-ECB-01**

* **Reflecting** – reflect on own texts, using technical vocabulary to explain and evaluate authorial decisions appropriate to the target audience and specific purpose
* **Reflecting** – evaluate the effectiveness of compositional choices in writing that have been influenced by elements of other texts, using specific examples

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## Core formative task 3 – analytical response

**Teacher note:** **Core formative task 3 – analytical response** can be found in Phase 4. This Core formative task takes place after students have submitted the formal assessment task. Relevant activities and resources can be found below. The questions in this Core formative task have been designed using a [tiered complexity approach](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning/strategies-for-differentiation).

Phase 4 and **Core formative task 3 – analytical response** are designed to support students to develop their knowledge and understanding of the codes and conventions of multimodal digital texts through analytical writing. Students will analyse the codes and conventions of one core text using the [Seldon method for writing](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/secondary-literacy#:~:text=%E2%80%98This%20does%20that%27%20is%20a%20strategy%20that%20teachers,and%20to%20create%20their%20own%20effective%20complex%20sentences.).Students will compose a 150-to 200-word analytical paragraph in response to one of the following questions.

* How do interactive digital texts give the responder some control over the text?
* How is authority over meaning shared between composer and responder in interactive digital texts? Refer to 3 multimodal codes and conventions in your response.
* To what extent do the codes and conventions of the text influence the way authority moves between composer and responder?

### **Relevant resources**

* **Core formative task 3 – analytical response**
* **Phase 4, activity 5 – composing an analytical response using the Seldon Method**
* **Phase 4, resource 2 – synonyms for ‘shows’**
* **Phase 4, activity 6 – self-assessment of analytical response**

**Teacher note: this core formative task draws on the following content points, some content points that are bolded are not addressed in this task.**

**EN5-URA-01**

* **Code and convention – use metalanguage effectively to analyse how meaning is constructed by linguistic and stylistic elements in texts**

**EN5-URB-01**

* **Argument and authority** – research, select and sequence appropriate evidence from texts and reliable sources to construct cohesive and authoritative arguments
* **Argument and authority** – evaluate how the authority of a text is continually negotiated and reassessed by readers
* **Argument and authority** – appreciate how authority over meaning in texts, such as multimodal and interactive texts, can be distributed, and is a negotiation between acts of authorship, publication and interpretation

**EN5-ECA-01**

* **Writing – select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative**
* **Writing – develop a personal and informed voice that generates ideas and positions an audience through selection of appropriate word-level language and text-level features**

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# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

If you use the core formative tasks in your faculty and school context, reach out to the English curriculum team. We would love English teams from across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the e-news newsletter. Send submissions to [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: this resource is evidence-based, as outlined below, and supports English curriculum leaders to advance equitable outcomes, opportunities and experiences for their students. It also provides guidance that enhances the delivery of outstanding leadership and supports the planning of [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) practices as per the goals of the [Plan for Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education). It is an example of [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) and aligns to the [School Excellence policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 5.1.2, 5.2.2, 5.3.2.

**Consulted with**: Aboriginal Education and Communities

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**Syllabus outcomes**: EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01

**Author**: English curriculum 7–12 team, NSW Department of Education

**Resource**: core formative tasks booklet

**Related resources**: further resources to support English Stage 5 can be found on the NSW Department of Education [English K–12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) and the Stage 5 [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) from the NSW Education Standards Authority.

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# References

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